

## SUPERVISION PERFORMANCE REVIEW

Supervisee: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Performance from \_\_\_\_\_ through \_\_\_\_\_

Date of Review Meeting: \_\_\_\_\_

Performance Data Reviewed:

- BACB Experience Supervision Forms
- Observation Feedback Forms
- BST Procedural Checklists

- Rubrics Evaluating Supervisee Documents
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

### AGGREGATED DATA FOR THIS PERIOD

Indicator	Percent Demonstrated			Notes
	0 – 60%	61 – 80%	81 – 100%	
<b>BACB Experience Supervision Form Checklist</b>				
Arrives on time for supervision				
Professional with clients				
Professional with other providers				
Professional with co-workers				
Appropriate attire and demeanor				
Initiates self-improvement				
Accepts supervisor feedback				
Seeks supervision appropriately				
Timely submissions of reports				
Effective written communication				
Effective oral communication				
Sensitivity to non-ABA providers				
Self-detects personal limitations				
Self-detects professional limitations				
Acquisition of target ABA skills				

### Observation Feedback Form Checklist

may 19				
may 19 2				
may 19 3				
may 19 4				
may 19 5				
may 19 6				

Other Feedback from Observations

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Feedback from BST Procedural Checklists / Participation in BST Opportunities

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Feedback of Written Document Rubrics

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### Goals for Next Performance Period

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
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### Supervisor Initials

\_\_\_\_\_ These data were collected and reviewed in a non-biased manner to the best of my ability.

\_\_\_\_\_ I will continue to support the supervisee with achieving his/her goals for supervision and in acquiring the BACB Task List behavior analytic skills.

### Supervisee Initials

\_\_\_\_\_ I understand that satisfactory performance reviews are required for continued supervision, per the BACB expectations of supervision.

\_\_\_\_\_ I have had the opportunity to review this feedback and ask questions.

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### From the BACB Experience Standards

**NATURE OF SUPERVISION:** The purpose of supervision is to improve and maintain the behavior-analytic, professional, and ethical repertoires of the supervisee and facilitate the delivery of high-quality services to his/her clients. Effective behavior-analytic supervision includes:

- Development of performance expectations
- Observation, behavioral skills training, and delivery of performance feedback
- Modeling technical, professional, and ethical behavior
- Guiding behavioral case conceptualization, problem-solving, and decision-making repertoires
- Review of written materials (e.g., behavior programs, data sheets, reports)
- Oversight and evaluation of the effects of behavioral service delivery
- Ongoing evaluation of the effects of supervision